FLORIDA STATE UNIVERSITY
FACULTY SENATE

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MINUTES
FACULTY SENATE MEETING
MARCH 16, 2016
DODD HALL AUDITORIUM
3:35 P.M.

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I.   Regular Session

The regular session of the 2015-16 Faculty Senate was held on Wednesday, March 16, 2016. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:
J. Adams, T. Adams, S. Aggarwal, M. Akiba, E. Alvarez, A. Askew, K. Bearor, B. Birmingham, M. Blaber, K. Brummel-Smith, E. Chicken, J. Clark, J. Cougle, B. Cox, A. Darabi, J. Dawkins, V. DeBrunner, K. Erndl, J. Fadool, B. Fennema, S. Fiorito, H. Flynn, R. Gainsford, T. Graban, M. Gross, K. Harper, J. Hellweg, E. Hilinski, K. Hires, C. Hofacker, K. Howard, L. Jakubowski, A. Kercheval, E. Kim, S. Lewis, S. Losh, T. Mariano, C. Marzen, K. McGinnis, D. Moore, O. Okoli, P. Osteen, E. Peters, V. Richard Auzenne, R. Rodenberg, N. Rogers, D. Rohlinger, E. Ryan, J. Standley, N. Stein, L. Stepina, M. Stewart, B. Stults, J. Telotte, Col. M. Vanwert, D. Von Glahn, E. Walker, W. Wise, C. Wood.

The following members were absent. Alternates are listed in parenthesis:
A. Abichou, E. Aldrovandi, H. Bass, B. Berg, C. Bolaños, J. Broome, M. Buchler, A. Clarke, R. Coleman, M. Cui, P. Doan, A. Figueroa, J. Fiorito, J. Gabriel, J. Geringer, K. Goldsby, M. Horner (**S. Pau**), D. Humphrey, T. Keller (**K. Jones**), J. Kesten, W. Landing, J. Larson, C. Madsen, J. McNulty, M. Mesterton-Gibbons, U. Meyer-Base, R. Morris, I. Padavic (**D. Ryvkin**), P. Rutkovsky, K. Salata (**A. Rhine**), V. Salters, D. Slice, O. Steinbock, N. Stoltzfus (**C. Upchurch**), U. Sypher, G. Tyson, O. Vafek, S. Valisa, C. Weissert, W. Weissert, D. Wilke, K. Yang, T. Zuehlke.

II.   Approval of the Minutes

The minutes of the February 17, 2016 meeting were approved as distributed.

III.   Approval of the Agenda

The agenda was approved as distributed.

IV.   Report of the Steering Committee, Todd Adams

"Since the February 2016 Senate meeting, the Steering Committee has met twice. These included a meeting with President Thrasher. We discussed the report from the Distance Learning committee and the Senate will hear more about that report today. We also discussed that the University is planning to go to a completely electronic teaching evaluation

procedure and will ask the Senate Teaching Evaluation Committee to get involved. In addition, the Legislature was considering capping technology fees for Distance Learning courses at $15/credit. This is significantly lower than our current average. The final bill set the limit at $30/credit. A small committee has been formed to meet with Kim Barber about the waitlist issues discussed at the previous Faculty Senate meeting and will give a report to the Faculty Senate at our April meeting. The April meeting will be the first meeting of the next Faculty Senate. We will elect several members to the Steering Committee and invite continuing and new members to nominate Senators for the Steering Committee. You will get email about that soon. We will have a test today of the Personal Response system as a way to handle those elections in April. FSUNews.com did a story about the food drive that was held at the last Senate meeting. Thanks again for your help supporting our students. Please feel free to bring in canned goods to any Faculty Senate meeting and we will see that they get to the food pantry. We discussed the recommendations from the Liberal Studies committee to modify the requirements. Some suggestions were made to improve the description of the changes and we will discuss the recommendations during Annette Schwabe's report today. President Thrasher met with us after returning from meetings with members of the Legislature. He discussed some of the efforts to contribute to the Legislature's deliberations. We thank him, Kathleen Daly and the rest of the staff for their efforts to make this a successful session. Also, several members of the Steering Committee attended the Board of Trustees meeting on March 4 to keep informed. As a reminder, the Faculty Senate President is a member of the BOT and represents us on the main Board and several BOT subcommittees."

Andrew Askew asked how the limit of $30 per credit hour for the distance learning fee compared to our current fees.

Adams: "It is significantly lower than our current average technology fee."

Fiorito: "Our average fee is around $60 for undergraduates and $90 for graduates."

Special Resolution, Eric Walker

"On behalf of the Steering Committee, I'd like to introduce the following resolution:

WHEREAS Melissa Crawford has faithfully served this body as Faculty Senate Coordinator since October 2003 and has now begun new responsibilities as the Faculty Administrator in the Office of the Vice President for Faculty Development and Advancement; and

WHEREAS she has expertly guided 104 meetings of 13 faculty senates and too many meetings of 13 steering committees to count; and

WHEREAS she has been the primary reason that seven faculty senate presidents have not steered the ship onto the shore too many times; and

WHEREAS she has seen more curriculum request forms pass through her computer than your worst curriculum nightmare,

WHEREAS she has been the prime mover of the transformation of the senate's business from a tree-chewing empire of paper in 2003 into a world of digital speed and ease, and

WHEREAS she has accomplished these many feats with unfailing good humor, exemplary discretion, and unflagging loyalty to the faculty and to the institution she dearly loves,

BE IT THEREFORE RESOLVED that the Faculty Senate recognizes the praiseworthy contributions of Melissa Crawford to the Florida State University faculty and its senate and offers its most sincere appreciation and commendation on the occasion of this next phase of her excellent career."

V.   Reports of Standing Committees

a.   Elections Committee, Denise Von Glahn

Per the Faculty Senate Bylaws, nominations were taken from the floor for the Sabbatical Committee and the Grievance Committee.

i. Nominations for the Sabbatical Committee

There were no other nominations for the Sabbatical Committee.

ii. Nominations for the Grievance Committee

There were no other nominations for the Grievance Committee.

iii. Test Clickers for Elections

The clickers were tested for elections.

b.   Distance Learning Committee, Stacy Sirmans and Joe Clark

The Distance Learning Committee looked at the Distance Learning Policy Handbook to make sure it is updated with current language. It was last revised in 2012. They will have the full report at the next meeting. They found that it was up-to-date and no substantive changes needed to be made, but some wording needed to be changed and updated to more current language. The most substantial changes are on page three where they narrowed the language rather than listing out every common method of distance learning instruction. Fiorito and Sirmans asked the senators to look at the policy and share with their departments and then let Sirmans know if they would like to see other changes.

A question was asked about Florida State switching from Blackboard to another program and there was an announcement made about a workgroup being formed to look into the opt-in option. That group will meet for the first time on Friday, and the Distance Learning Office will create an FAQ page to provide information on the situation. Sirmans clarified that this workgroup is a different group from the Distance Learning Committee and also that the decision is not a done-deal in terms of switching to Canvas or staying with Blackboard.

A motion was made to approve the changes to the Distance Learning Policy Handbook. The motion was seconded. **The motion passed unanimously.**

c.   Liberal Studies Committee, Annette Schwabe

See addendum 1 for Annette Schwabe's presentation.

Schwabe assessed downstream effects of curriculum by working with advisors concerning how it affects students and worked with faculty and chairs concerning how it effects developing courses. Many of the changes come from this assessment. She also created the Liberal Studies Coordinating and Policy Committee (LSCPC) to do the work, which has representation from faculty across campus.

The following are the six major changes that were discussed for the third year of the pilot for the New Liberal Studies for the 21st Century curriculum:
1)   Changes to e-series course requirements
2)   Modification to writing requirements
   a.   There was a concern about not having a standard for how writing is treated across e-series and "W" classes. Schwabe explained that there are still requirements for all writing courses which she outlines in the next item (item 3).
3)   Changes to requirements for all required writing courses
   a.   There was a concern that there is a disconnect between the aim of the e-series courses to develop higher level thinking and "what seems like a substantial dumbing down of the writing requirements." Later there was a similar concern that there is structural inequality between e-series courses and writing courses where students can skip writing courses and just take e-series.
   b.   There were several concerns that feedback from peers, TAs, and tutors is not the same as faculty feedback. Schwabe said that including peer, TA, and tutor feedback with faculty feedback was consistent with the previous policy. A suggestion was made to separate peer feedback from the other types of feedback. Another concern was voiced that peer feedback is very valuable and should not be removed from the list of types of required feedback.
   c.   There was a concern that there is a disconnect between the revised outcomes for e-series courses and the requirements for writing courses where certain sets of requirements do not seem to match the outcomes. Schwabe said that they are still working on changes to outcomes and competencies which more clearly spell out what students need to do.
   d.   There was a concern that the word "substantial" is too vague and that focusing on word count would be a better requirement. Another concern was voiced that keeping "substantial" leaves teachers more flexibility in determining the length of an assignment to fit their class and that it gives teachers more freedom.
   e.   There were several reminders that all courses must still be approved by the committee. A suggestion was made that faculty get more guidance on what "substantial writing" means before they propose courses.
4)   Changes to Scholarship-in-Practice courses
5)   Changes to what counts as Upper-Division Writing courses
   a.   There was a concern about the size of the upper division writing classes and the fact that they are not capped at a specific the number of students.

6)   Change in required course grades from "C" to "C-" for some courses

A motion was made to approve the changes to the New Liberal Studies for the 21st Century curriculum. The motion was seconded. **The motion passed unanimously.**

VI.   **Special Order: Military Credit Policy, Billy Francis and Cheryl Goodson**

See addendum 2 for Billy Francis and Cheryl Goodson's presentation.

Four years ago Florida State set out to be the most veteran-friendly university in the nation. As part of that process, the Veterans Alliance is asking the Faculty Senate to consider procedures that will provide a standardized way to validate military training and experience for consideration of college credit for entering veterans. The results of efforts so far are that the five-year graduation rate for FSU veterans has risen from 69% to now 91%. The policy in effect is not changing but the Veterans Alliance is adding and defining the procedure through the proposed policy.

The background on the policy is that the American Council on Education is what drives the college credit for military courses. It looks at the courses that veterans are taking and uses a minimum of three faculty in the area of their expertise that are teaching in those specific fields at a regionally accredited institution to evaluate the credits. There must be one hundred percent consensus before they agree to recommend credit for that course. The courses are examined for rigor, scope, and content, their breadth and depth of material, their level of difficulty, and their documented learning outcomes. Veterans have Joint Service Transcripts (JST) that are issued by the branches of the military and cannot be changed. The exception is the Air Force which has an actual transcript that is evaluated by the Admissions and Records Office. When a JST comes in, the procedure will be that it is sent directly to the Veterans Alliance office and Cheryl will speak with the veteran about the potential consequences of the military credit process. When that evaluation is done, Cheryl will find out more info about the classes and the final decision is up to the academic dean.

There was a question about if there is a required number of hours student veterans need to take at FSU to be able to graduate from FSU. Jennifer Buchanan pointed out that one Faculty Senate policy that puts a perimeter on that is the rule that students must earn 50% of their major credits at FSU.

Fiorito clarified that this is an information item as there are some corrections to make in the policy before voting on it.

VII.   **Special Order: Campus Sustainability, Elizabeth Swiman and Lisa Waxman**

See addendum 3 for Elizabeth Swiman's presentation.

The mission of the program is to serve as a living laboratory for sustainability issues for students, faculty, and staff. It is a wide-reaching program. It has a Sustainability Advisory Board made up of faculty and staff who have been working for two years to make recommendations to the president and provost for sustainability on campus. The Board collects info from the STARS report. FSU received a silver ranking on the STARS report last year which shows what we are doing well and what we can work on. The report looks at academic research and curriculum. In undergraduate programs we have environmental

studies, environmental science, geography, and engineering that have specific sustainability programs, and for graduate programs, engineering and urban and regional planning have specific sustainability programs. There is also an environmental track in Global Pathways and a program at FSU where students use the campus as a laboratory. About 29% of our departments have some sort of sustainability course. The ultimate goal is to get sustainability in the University's Strategic Plan. There are several areas of focus in the draft Strategic Plan for Sustainability: energy, food, procurement, information technology, grounds, waste and recycling, water, and transportation. The program is hoping to develop more sustainability programs, co-curricular options, sustainability research opportunities, and increase outreach. For the future, the group is also looking at a sustainability minor or specialty.

VIII.   Old Business

a.   Resolution, Joseph Hellweg

"WHEREAS the State College of Florida Manatee-Sarasota's Board of Trustees recently voted to end continuing contracts for new faculty members at the College's three campuses and replace them with one-year contracts; and

WHEREAS continuing contracts are necessary for recruiting and retaining high-quality faculty, this decision is likely to substantially harm the State College of Florida, its students, and its dedicated faculty;

THEREFORE BE IT RESOLVED that the Faculty Senate of Florida State University strongly supports the State College of Florida faculty, both in their vote of no confidence in their Board of Trustees and in their efforts to repeal this policy."

There was no discussion

Because the item was postponed last Faculty Senate meeting, the motion in favor of this resolution was still on the floor. **The motion passed unanimously.**

IX.   New Business

There were no items of new business.

X.   University Welfare

a.   United Faculty of Florida, Jennifer Proffitt

"I will see the State College of Florida faculty next week and I will let them know about your vote. Thank you so much. I am Jennifer Proffitt. I am the state-wide UFF president and also the vice president of the FSU chapter. Bargaining is going on right now. Issues include salaries, Title IX requirements for faculty, academic freedom, and supporting specialized faculty. Updates and other information will be posted when they are available. UFF-FSU elections are going on now. If you are a member, you should have received or will soon receive your ballot. Please follow the instructions and mail it back to us so we receive it by the April 5th deadline. In legislative news, no guns on campus. Thank you for all of you who called and showed up and spoke. We really appreciate that. But we know it will be back next

year, so we'll have to do it all again. The health care and retirement changes that were proposed by the house are dead as well, so we have some more time to think about those. Textbook affordability did pass. It attempts to reduce the cost of textbooks but, unlike last year, without really directly impacting academic freedom. There are some provisions regarding frequent changes and fluctuating costs for general education courses but I've been assured there are no consequences for these. It's a discussion about making sure college is affordable for our students. If you are in the bargaining unit, you should have received an email to attend our March 24th social. It's from five to seven at the FSU Museum of Fine Arts in the lower level. We are very excited about this and hope you can join us. Please RSVP to the address in the email. Be on the lookout for information in another email – UFF goes to the ballpark again on April 8th. That includes a tailgate and the game."

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by deans or other administrative officers.

XII. Announcements by Interim Provost McRorie

Provost McRorie was not in attendance.

XIII. Announcements by President Thrasher

President Thrasher was not in attendance.

XIV. Adjournment

The meeting adjourned at 5:08 p.m.

Andrea White
Faculty Senate Coordinator

THE FLORIDA STATE UNIVERSITY
OFFICE OF DISTANCE LEARNING

The Florida State University
Distance Learning Policy and Process

September 2012

Updated January 2016

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Overview and Authority

Online distance education was initiated at the Florida State University (FSU) in 1999. Since that time, FSU has provided centralized support for its online and distance education services to registered students located wherever they have access to the Internet. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Substantive Change Committee that visited the campus on January 28-30, 2001, approved the University's centralized approach. The University provides distance learning in compliance with applicable state and federal laws and regulations. The Office of Distance Learning (ODL),[1] situated within the Office of the Provost and Vice-President for Academic Affairs and advised by the university's Faculty Senate Ddistance Llearning Committee (FSDLC),[2] bears responsibility for administrative oversight of distance education at FSU.

Definition of Distance Learning

According to SACSCOC, distance learning is a formal educational process in which the majority of the instruction in a course (interaction between students and instructors and among students) occurs when students and instructors do not share the same location. Instruction may be synchronous or asynchronous. A distance learning course may use the Internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program. Instruction may be distributed using many forms of technology and delivery may be synchronous and/or asynchronous.

The State of Florida defines distance learning a bit differently for the purposes of assessing a distance learning course fee. For that purpose, a distance course is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. (1009.24 (17) F.S.) For the purpose of further distinction, hybrid/blended courses are defined as those where 50 to 79 percent of the course is delivered using some form of technology in a combined class offering where the student and faculty are not engaged in traditional face-to-face instruction.

Florida State University delivers its instruction in several different ways. These delivery methods differ, in part, in whether some form of technology serves as the equivalent of contact hours for purposes of defining a student credit hour. The difference turns in large measure on how they differ regarding student-faculty contact hours that are key in defining

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a student credit hour. Contact hour equivalence is fundamental to establishing equivalent Student Credit Hours and is determined by peer review curriculum committees at the Department/School/College level.

Classes are of three general types: standard, technology enhanced and distance learning.

A standard class, "typically occurring in a classroom or lab, the delivery of the instruction may or may not make use of the follow technologies or devices: chalk or white board, overhead, TV, VCR/laser disc/DVD, radio/audio, computer LCD projector, Internet. Technology is not used in lieu of class meeting time or as a supplement to the course beyond the use of such materials within a classroom. Seat time (contact hours) is not replaced or supplemented by any alternative delivery method or medium." (Office of the Vice President for Faculty Development and Advancement (FDA), Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)[3]

In a technology enhanced class "The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the "standard" (traditional) classroom. Enhancements to learning therefore must include activities or instructional resources developed for student use that extend beyond the classroom instructional use of these items. In short, the use of the technology supplements but does not replace contact hours. (FDA, Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)[3]

There are two types of distance learning classes. A Combined Class Offering is typically delivered in the traditional face-to-face format on the main or branch campus. "Combined courses offer less than 80% of the total course content through the use of some alternative means, i.e., Website, video, iChat, etc. The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the "standard" (traditional) classroom. In short, the use of the technology does supplement and replace some contact hours for courses taught on the main or a branch campus.

In a distance learning class, "The delivery of some or all of instructional content is reliant upon an alternative delivery method in addition to or in place of traditional face-to-face instruction where students and the instructor meet in the same place and at the same time. If any one student receives instruction (contact hours) through an alternate delivery method then the course by default may be termed as a distance learning course." (FDA, Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)[3]

When a class does not meet face-to-face with the instructor, alternative modes of instruction may substitute for standard classroom contact hours" provided that the substitution has been approved by the university Faculty Senate Curriculum Committee (FSCC) and the authorization is on file with the Vice President for Faculty Development and Advancement. For example, the Faculty Senate has determined that an asynchronous discussion board on the web might substitute for some standard classroom contact hours, just as some standard class time might be used by the instructor for class discussion. It is the responsibility of the peer review curriculum committees at Department/School/College level to determine the appropriate and academically-justified number of contact hour equivalents assigned to each element of the proposed alternate delivery variant of a class." Notably, it is the policy of the Faculty Senate that "Unplanned contact between instructor and student(s) that does not directly relate to planned delivery of course content or achievement of course objectives should be regarded as the equivalent of office hours, and should NOT be assigned equivalents to standard classroom contact hours:" (Vice President for Faculty Development and Advancement, Distance Learning Evaluation Guidelines for use with the Curriculum Request ~~Form~~Application)[3]

Governance and Curriculum

The ~~FSCC is~~appropriate Faculty Senate Committee is responsible for ~~recommending~~ approval ~~to the Faculty Senate~~ of courses and ~~degree~~ programs offered by the University. Both undergraduate and graduate courses are subject to criteria established by the FSCC after receiving approval from within the sponsoring department and/or college. All new courses are subject to review, approval and recommendation by either the undergraduate or graduate policy committees. The FSCC must approve all new courses. Both courses and programs, especially those offered by distance learning, must comply with the criteria established by the Southern Association of Colleges and Schools, The Commission on Colleges (SACS).

The Florida State University Faculty Senate Graduate and Undergraduate Policy Committees, in conjunction with the Office of the Vice President for Faculty Development and Advancement, the Graduate School and the Dean of Undergraduate Studies, have determined that the following criteria must be met before a degree program can be offered in an online format.

1. The proposed degree or program meets demonstrable need and does not negatively impact existing undergraduate or graduate offerings of the University.

2. A complete degree program is offered that enables enrolled students to graduate in a timely fashion.
3. There are sufficient program facilities and faculty and support staff, willing and able to deliver the degree program at the requisite level of quality
4. The faculty involved will be able to meet their other commitments (undergraduate teaching, doctoral student training, etc.), or appropriate arrangements have been made to release the faculty from these other duties.
5. The online degree program meets all relevant University degree program requirements.
6. The online degree program will be comparable in quality to the on-campus version.
7. Adequate plans have been formulated for developing the online degree program, for respecting the requirements of good online instructional design and delivery, and for evaluating the effectiveness of the program on a regular basis.
8. The Integrity of the student work and the credibility of degrees and credits are ensured.
9. The program adheres to the SACS guidelines on distance and correspondence education.

New single distance learning courses approved by the FSCC are subject to a related set of standards. Specifically, before a single course can be offered in an online format the following criteria should be met:

1. The online course meets demonstrable need and does not negatively impact existing undergraduate or graduate offerings of the University.
2. The online course allows enrolled students to graduate in a timely fashion or enables departments to schedule classes that might otherwise not be offered to students.
3. There are sufficient facilities, faculty and support staff willing and able to deliver the course at the requisite level of quality.
4. The faculty involved will be able to meet their other commitments, or appropriate arrangements have been made to release faculty from these other duties.
5. The online course meets all relevant University course requirements.
6. The online class will be comparable in quality to an on-campus version.
7. Adequate plans have been formulated for developing the online course, for respecting the requirements of good online instructional design and delivery, and for evaluating the effectiveness of the courses on a regular basis.
8. The Integrity of the student work and the credibility of courses and credits are ensured.

9. The course adheres to the SACS guidelines on distance and correspondence education.

Institutional Responsibility for Distance Learning Activities

The faculties assume primary responsibility for and, through its committees, exercise oversight of distance learning at Florida State University. The faculty ensures the rigor of distance learning courses and programs and acts to maintain the quality of instruction. The Faculty Senate, through its committees, ensures that sound and acceptable practices are used for determining the amount and level of credit awarded. Faculty committees, with the approval of the Faculty Senate, ensure that courses and programs constitute coherent entities that are compatible with the university's mission and appropriate to offer at an institution of higher education. The Faculty insures that they are appropriately trained to offer the material in approved courses and that there are sufficient members qualified to develop, design, teach and oversee approved programs. The Faculty works with the administration of the university to establish and monitor instruction in distance learning courses and programs.

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses ~~and programs~~ are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses will be assessed at least every three years by the appropriate committee of the Faculty Senate to e~~i~~nsure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

Administratively, the university Office of Distance Learning (ODL) supports the faculty and helps realize the University's mission to extend education statewide by offering courses and degree programs online and at many off-campus sites around the state. As its primary mission, ODL serves academic departments by providing guidance and technological assistance to develop, deliver, assess, maintain, and improve distance learning degree and certificate programs for graduate and undergraduate students.[4] Specifically, ODL provides resources to promote, implement, facilitate, and assess University initiatives related to teaching enhancement and technology-mediated learning environments that support student academic achievement. ODL works with a range of campus offices to insure the continued financial viability of distance learning courses and programs. ODL ensures that the university deploys technology appropriate to the nature and objectives of courses and programs and also communications directly with students about university expectations regarding the use of such technology.

ODL faculty and staff members collaborate with distance learning faculty and teaching assistants to promote instructional excellence at Florida State University through the use of effective educational and communications technologies, evidence-based instructional principles and strategies, and research studies on teaching innovations. Working with other university offices, students in distance learning courses and programs have effective use of appropriate library resources. Students taking distance courses are also provided with adequate and accurate information about course and program requirements along with available services. ODL deploys technology and employs procedures that insure the integrity of distance learning course and program offerings. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a distance education course or program is the same student as the one who participates in and completes the course or program and ultimately receives credit for those activities. These security measures include secure logins and unique pass codes. ODL is online at http://distance.fsu.edu.

The ODL Organizational Structure

ODL accomplishes its mission and assists faculty through a clear, well-defined organizational structure. ODL consists of four main units:

The Blackboard Learning Management System (http://campus.fsu.edu): Provides the University community a secure environment for teaching and learning, participating in sponsored organizations, and using Secure Applications to transact University business. The Blackboard system and all on-line courses meet the section 508 federal accessibility standards.

Online Programs and Student Support (http://distance.fsu.edu): Academic Coordinators within ODL provide personal ongoing educational support to distance learners across the nation throughout their entire tenure at The Florida State University. From the prospective student's first inquiry about a program to their final semester, FSU ODL academic coordinators and support staff is available to ~~guide,~~guide advise and assist.

Online Course Development and Faculty Support (http://online.fsu.edu): FSU ODL Instructional Development Faculty work with departments to help them determine quality standards and best practices in online teaching and learning to produce and promote innovative distance learning (DL) strategies and technologies.

The ODL Assessment and Testing Unit (http://cat.fsu.edu): Provides course evaluation services (http://cat.fsu.edu/cat/courseevaluations/index.cfm), tests and test-taking services (http://cat.fsu.edu/cat/test/index.cfm) and coordination of proctoring for DL exams (http://cat.fsu.edu/test/distancelearning/FSUDL.cfm) as well as a range of scanning services that involve using mark-sense forms to collect responses for paper-based multiple-choice exams and surveys.

Process and Procedures for ODL Assisted Distance Course Development

ODL serves departments, programs, faculty and students by using current technologies to deliver University courses and degree programs beyond the main campus. In addition to its activities involving individual courses, ODL supports the development and delivery of numerous degree programs that include majors in business administration, communications disorders, computer science, criminology, educational leadership, higher education, instructional systems, library and information studies, engineering, nursing, interdisciplinary social science, social work, special education, emergency management and geographic information systems. ODL also provides support to undergraduate and graduate distance learning certificate programs.

The process to translate an existing or new course or program of instruction to distance learning distribution varies according to the type and disposition of the course or program. An interested individual or unit seeking ODL support to deliver a course or program via distance must first work through the university approval process. It is recommended that the initial appropriate university application(s) be initiated at least two semesters before the first course is to be offered to allow time for all stages of the process.

Individuals and departments proposing to develop new rather than converting existing degrees, majors or certificate programs, should begin by contacting the Vice President for Faculty Development and Advancement (FDA) in the Office of Academic Affairs. New degree programs require a formal exploration stage as well as an implementation stage. The application templates for each situation are available online and once completed and submitted are subject to a thorough review and approval process requiring approval at eight levels (undergraduate) or nine levels (graduate), including notification to ODL that a new distance course or program is pending.[5]

With departmental approval and support, individuals or units can apply to ODL for E&G development funding to convert existing and new courses and programs to an online format. To obtain this funding, the appropriate university application and a FS curriculum

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request form for each individual course is required. After the necessary university approvals are in place, an ODL distance learning course development proposal can be submitted.[6] The ODL proposal template allows the requestor to detail the educational need for the online offering and indicate support of the Dean, Chair, and/or faculty offering the course, program or certificate.

Once the ODL proposal is reviewed and accepted, the next step is to prepare and sign a Letter of Agreement with ODL establishing responsibility of the respective development and support roles.[7] To translate a currently offered, on-campus class or course of study to a distance-learning delivery format, a program director must develop and submit an outline of the program, the prerequisites for taking the course, the syllabus, an enrollment estimate, an application to offer the course in a technology enhanced mode of instruction and a per annum budget template.[8,9] Proposals for ODL development funding for graduate certificate programs are processed similarly. These actions will typically require involvement of a faculty member, department and FS curriculum committees, the department chair, and dean.

After the Letter of Agreement, 3-year auxiliary budget projections, estimated enrollments and university approvals are in place, ODL's instructional development faculties will advise and consult on:

- instructional design and project management for online learning (including appropriate student activities and assessments),
- processes for developing multimedia and other online course materials,
- FSU administrative procedures for approving and offering online courses, and
- development of a detailed budget projection and enrollment estimates.

Faculty and Student Support

The Office of Distance Learning also has the responsibility of providing FSU's distance learning instructors and teaching assistants with:

- assistance with the conversion of instructional materials to a format suitable for online delivery,
- training in the use of current technology tools to enhance the online learning experience,

- research, development and collaboration with distance learning faculty at FSU as well as other schools for the dissemination of best practices methodology in the distance learning environment,
- information and training on intellectual property issues, copyright, and fair use of media and publications in online courses
- management of grants and award opportunities for distance learning faculty who wish to engage in developing innovative instruction and applying new technologies to their online instruction, and
- quality enhancement initiatives for curriculum and teaching improvement to support student success, academic integrity and successful program completion in the distance-learning environment.

Likewise, the Office of Distance Learning is responsible for providing FSU's distance learning students with access to distance courses and programs. Distance students are able to do everything at a distance that is necessary to matriculate at FSU, from application and registration to checking grades and getting transcripts. In addition, ODL works with the Office of Technology Services, Admissions, the Registrar's Office, and the Controller's Office to develop and maintain a mandatory online orientation process for distance students. These services are equivalent to on-campus face-to-face assistance but can be accessed online or via Email and telephone.

Prospective students can contact ODL distance learning coordinators for:

- assistance with finding online courses, certificate and degree programs that are specific to student's academic status and educational goals,
- information about online course and program costs and locations with direct links to the college and department advisors who are offering those courses and programs,
- navigation through the university's admissions, advising, and registrations processes, that are specific to off-campus students,
- connection to online mentors and teaching assistants
- virtual access to library materials and services for distance learning students,
- access to affordable textbooks for all courses,
- help with secure-access and help-desk support for the learning management system (Bb™), and
- virtual access to frequently asked questions and answers as well as a link to file complaints for prospective and current distance learning students is available at http://online.fsu.edu.

Both faculty and student support are complemented by a number of workshops and online tutorials. Faculty members are provided tutorials that cover topics ranging from exam writing to development of course websites. The ODL website allows faculty to collaborate with colleagues to strengthen their pedagogy and skills in the use of new technologies.

Financial Aid Policy for distance learning Students

The Office of Financial Aid and ODL share information on respective polices related to distance learning programs and communicate on any updates required.

- Financial aid is available to all students admitted/enrolled in degree programs.
- Students should apply for aid by completing the online Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov each year, as soon as possible after January 1.
- To be eligible for financial aid disbursement, students must be enrolled each term for at least half-time enrollment (minimum of 6 credit hours).
- Students who withdraw or fail to complete coursework may be required to repay aid. Additional information can be found in the FSU Bulletin at http://registrar.fsu.edu/bulletin/undergrad/info/financial_info.htm

Distance Learning Fee Characteristics and Development

Under Florida Statutes and in accordance with FSU policy, the university will assess a student who enrolls in a course listed in the Florida Higher Education Distance Learning Catalog a per-credit hour distance learning course fee [s.1009.24 (17) Florida Statutes]. The FSU Board of Trustees has the authority to set all mandatory tuition and fees assessed by the university, including fees associated with distance learning. The amount of the fee may not typically exceed the additional costs of the services provided which are attributable to the development and delivery of the distance-learning course. Distance learning courses that are partially funded by contracts or grants, for expenses associated with those courses, can proportionally reduce the amount of the DL fee, but can not eliminate the need to charge the fee to recover those expenses not paid by the contract or grant.

Universities are also allowed to propose and have approved by the Florida Board of Governors (BOG) market rates for graduate-level courses offered online when such courses constitute an approved degree program or college credit certificate program. Such market tuition rate courses are subject to criteria established by BOG rule [BOG Regulation 7.008

(15)]. In either case, the ODL, working in cooperation with the university Office of Budget, develops and maintains a template that enables the requirement that a distance learning fee be established or the BOG approved market tuition rate be justified.   The template provides a means for estimating enrollments and program costs that allows for a simple cost-benefit analysis. The ODL academic coordinators and fiscal staff assist faculty and staff within FSU colleges and departments with:

- budget development for setting annual distance learning fees for individual course/programs,
- preparing the budget office templates and applications for auxiliary accounts,
- managing expenditures, appointments and reporting for distance learning auxiliary accounts, and
- entering distance-learning courses into the course schedule master (CSM) to ensure that those courses are properly coded and posted for registration in accordance with university registration course coding procedures.

Distance Learning Technology

As part of its mission, the ODL provides the University community a secure environment for teaching and learning. All distance courses are hosted in the FSU Learning Management System (LMS) through Blackboard™ (Bb). Bb™ is an LMS designed to provide secure access to course information, academic materials, and communications with faculty and other students. The Bb Grading Center provides a platform for secure online testing within Bb™. All FSU distance courses also have the option to prescribe proctored exams at external sites monitored by the FSU ODL Assessment and Testing Unit. Mentors (online teaching assistants) are assigned to the faculty conducting online courses to ensure that students are properly assisted with the academic course content and associated digital materials. Through Bb™ secure access, distance students will also access their individual, graduate or undergraduate admissions and registration information, and can virtually contact academic advisors from each department. The Blackboard system is designed to facilitate faculty and student-to-student interaction.

The ODL technology unit is also responsible for providing help-desk support for all face-to-face as well as distance-learning students and instructors, since all FSU courses reside in the Bb™ LMS. Faculty and teaching assistants who teach online courses are provided with specialized training in various technologies that are required for synchronous and asynchronous teaching at a distance. Instruction in the development and use of specialized digital materials, textbooks, and other media is provided to all DL as well as face-to-face faculty and students. ODL is responsible for tracking student completions rates through

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Bb™. In 2010/11, FSU online graduate students had a completion rate of 98%; online undergraduates had a completion rate of 92%.[10]

Quality Assurance through Assessment and Evaluation

The ODL Strategic Plan[11] is a dynamic process that drives development and measurement of distance learning goals, objectives and outcomes as reflected in the FSU Institutional Effectiveness Portal (IEP).[12] In support of those outcomes, and in partnership with the FSU Faculty Senate Academic Integrity Committee, ODL faculty representatives subscribe to the University of Maryland Online (MOL) Quality Matters program. Quality Matters (QM) is a faculty-centered peer review process designed to certify the quality of online and blended courses. As a peer-based approach to quality assurance and continuous improvement in online education and student learning, QM has received national recognition. The Quality Matters Rubric consists of eight general standards and 41 specific standards used to evaluate the design of online and blended courses.[13] The Rubric includes annotations explaining the application of the standards and their interrelated meanings. A scoring system and online tools facilitate the evaluation by a team of reviewers. ODL makes these resources available to all FSU distance-learning faculty during the development of online courses. QM review of distance learning courses is required for all courses developed with ODL funding. QM review of all online courses may be conducted by the FS Curriculum Committee or as required by the Faculty Senate.

Departments offering distance courses, programs and certificates, work with ODL, to assure the comparability of instruction offered by on-line distance learning. They conduct assessment of student learning and program outcomes involving measures ranging from embedded course performance to student retention and student satisfaction. Appropriate units of the university work with the library and the Office of Student Affairs to assess the effectiveness of their services to students engaged in distance instruction. Online courses ~~and programs~~ are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses ~~and programs~~ are assessed at least every three years by the appropriate ~~committee of the Faculty Senate~~ Faculty Senate committee to insure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

A critical component in the on-going evaluation of the quality of distance learning programs is the assessment and testing of our distance learning students and instructors. The ODL assessment and testing unit (ODL/AT) provides proctored and secure testing

environments for DL students. ODL/AT is also responsible for mentor, instructor and course evaluations for face-to-face as well as distance courses. In addition to testing and assessment services, distance learning instructors receive support for developing secure assessment strategies as part of their online course plans. Online and face-to-face workshops and consultations are provided for distance learning instructors and teaching assistants.

Academic Integrity

To assure academic integrity, distance-learning students taking online classes at The Florida State University gain access to course materials and educational resources by means of secure login authentication. Upon admission to the university, each student creates a unique electronic identity, which is protected by a password. All communications are managed through the secured learning management system, including contact with the instructor, collaboration with peers, submission of assignments, and accessing grades. This solution is in compliance with the Family Educational Rights and Privacy Act (FERPA) since all student-related data are password protected and access is appropriately restricted.

Course and Teaching Evaluation of online courses is accomplished using a web-based form that comprises student-related information, a standard set of questions, as well as optional additional questions that can be customized by the department and the instructor. A sample of the form and summaries of numeric questions are available to the public online. Results are used for both formative and summative evaluation of the courses and the instructors. Instructors use the feedback in order to identify areas for improvement, and administrators use it to make decisions about promotion, tenure, and recognition (e.g. teaching awards).

Instructors who teach distance courses and who use high-stakes exams to test students' knowledge and skills partner with the Office of Distance Learning's Assessment & Testing unit to coordinate proctoring. The unit uses a network of professional testing centers to proctor exams for remote students within 100 miles of their domicile. ODL staff work with individual students to accommodate special needs and to identify and validate proctors that are outside of the current network. The process is guided through an online resource on ODL's website.

The Office of Distance Learning works with several university committees and task forces that impact and govern all aspects of teaching online. The Faculty Senate Distance Learning Committee (FSDLC) considers curricular policies and procedures at both the

undergraduate and graduate levels. The FSDLC is in charge of monitoring the effectiveness of procedure and standards governing online courses and programs and proposing changes to the full Faculty Senate when needed. The Faculty Senate Teaching Evaluation Committee ensures that all courses are evaluated and proposes procedures and policies to ensure the effectiveness of the evaluations. In addition, the ODL faculty participates in special task forces and ad-hoc committees, such as the Ad-hoc Committee on Academic Integrity, which was charged with the review of current practices to support and enforce academic integrity.

Reporting and Auditing

ODL is responsible for maintaining aggregate data and responding to information requests from numerous internal and external entities. In cooperation with the FSU Office of Institutional Research (FSU/IR), ODL creates reports regarding distance learning retention rates, course sections, student enrollments and trends. The ODL, working with FSU/IR insures accurate headcount information on student participating in on-line instruction. The ODL also works with FSU Student Financial Services to project, track and report DL tuition and fee receipts. The Office also prepares various reports for the Florida Legislature and responds to DL data requests from the Florida Board of Governors and the Florida Distance Learning Consortium. The ODL, working with the university Department of Legal Affairs, insures compliance of on-line distance learning activities and procedures are in compliance with the applicable state and federal laws. In addition to data gathering and reporting, ODL participates in numerous "best practices" consultations with higher education and distance learning consortiums, research institutes and colloquia. ODL is often called upon to respond to media requests through the FSU Office of Communications. FSU departments that engage in distance learning often have additional accreditation reports requiring ODL assistance.

The ODL ensures there is adequate funding for faculty, staff, service and technological infrastructure to support on-line distance instruction. ODL works closely with academic departments and the FSU Budget Office on the establishment and management of distance-learning financial auxiliary accounts. For administrative and financial purposes, all DL activities coordinated by ODL are treated as auxiliary operations. The Budget Office assists the Auxiliary Service Board (ASB) in the oversight of all Florida State University auxiliary operations and coordinates with ODL on the establishment and management of distance learning auxiliaries. ODL is therefore responsible for the management of fundable distance learning supported with a distance learning course fee, non-fundable supported distance

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learning and market tuition rate graduate program (Non-Fundable distance learning) auxiliary accounts.

Financial oversight of DL auxiliary operations includes adherence to FSU's Cash Management Policy for auxiliary operations.[14] DL auxiliary operations are subject to internal audit by the FSU Office of Audit Services as well as external audit by State and Federal entities. The ODL business manager and accountants are responsible for detailed and auditable accounting records that differentiate between the revenues generated by multiple distance learning courses and programs. ODL ensures that academic DL account owners and auditors have secure access to auxiliary DL account summaries in the Bb™ Budget Snapshot Organization. These online reports document appointment details for DL development and teaching, year-end cash on hand, account receivables, expenditures, current DL fee billing rates and FSU overhead assessments. The online reports also include the methodology for annual adjustment of DL fees by program. In addition, the ODL DL auxiliary budget manager and accountants provide financial information pertaining to DL auxiliary accounts to the FSU Controller's Office annually.

Appendix A

Attachments and Hyperlinks

1. The Office of Distance Learning at http://Distance.fsu.edu
2. Faculty Senate Distance Learning Committee at http://facsenate.fsu.edu/Standing-Faculty-Senate-Committees/Distance-Learning-Committee
3. Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form at http://facsenate.fsu.edu/Curriculum-Forms
4. Distance Learning Courses and Programs at http://online.fsu.edu
5. Process and University forms required for new Programs and Majors at http://ctl.fsu.edu/onlineCourse/process.cfm
   a. Certificate Programs (Graduate) at http://provost.fsu.edu/sacs/graduate_certificate_program.pdf
   b. Certificate Programs (Undergraduate) at http://provost.fsu.edu/sacs/undergraduate_certificate_program.pdf
   c. Online (existing) Degree Programs (Graduate) at http://provost.fsu.edu/sacs/online_graduate_degree.pdf
   d. Online (existing) Degree Programs (Undergraduate) at http://provost.fsu.edu/sacs/online_undergrad_degree.pdf
   e. New Degree Program at http://provost.fsu.edu/sacs/New_Degree_Proposal_Form.pdf
   f. New Major within Existing Degree at http://provost.fsu.edu/sacs/New_Major_Proposal.pdf
6. ODL proposal for distance course/program development funding at http://ctl.fsu.edu/onlineCourse/process.cfm
7. ODL Letter of Agreement at http://ctl.fsu.edu/onlineCourse/process.cfm
8. Budget Office Guidelines for Distance Auxiliaries at http://bad.fsu.edu/content/download/56474/460390/file/DL Manual_Final.pdf
9. Auxiliary Budget Templates at http://budget.fsu.edu/Auxiliaries
10. Completion_rates.pdf
11. ODLStrategic_Plan.pdf
12. FSU Institutional Effectiveness Portal at http://iep.cpd.fsu.edu/
13. QMRubric.pdf
14. FSU Cash Management Policy at http://policies.vpfa.fsu.edu/bmanual/budget.html

Legal & Other References

1. Florida Statutes § 1004.09 Florida Higher Education distance learning Catalog
2. Florida Statutes § 1009.24 (17)(a) State university student fees
3. Florida Statutes § 1011.47 Auxiliary enterprises; contracts, grants, and donations
4. State University System of Florida Board of Governors (BOG)
5. BOG Regulation 9.013 Auxiliary Operations

6. BOG Regulation 7.001 Tuition and Associated Fees
7. BOG Regulation 7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance
8. BOG Regulation 8.002 Continuing Education
9. Southern Association of Colleges distance and Correspondence Education Policy Statement
10. The National Association of College and University Business Officers (NACUBO) College and University Business Administration (6th edition, 2000)
NACUBO Financial Accounting and Reporting Manual
NACUBO Advisory Report 1999-2 Accounting and Reporting for Auxiliary, Auxiliary-Other, and Other Self-Supporting Activities (July 8, 1999)
Office of Management and Budget Circular A-21 Cost Principles for Educational Institutions (May 10, 2004)

Distance Learning Policy Development Online Resources

1. Southern Regional Education Board
   1.1. The Policy Laboratory focused on three overarching themes in distance learning: increase access; improve and ensure quality; and drive down costs.
   http://www.sreb.org/page/1272/distance_learning_policy_lab.html
2. Florida SUS Board of Governors
   2.1. http://www.flbog.org/forstudents/upi/distancelearning.php
3. Florida Distance Learning Consortium (now the Florida Virtual Campus)
   3.1. Florida SUS Distance Learning Links
   - Florida Atlantic University - Boca Raton - http://www.fau.edu/provost/files/distlearn.pdf
   - Florida Gulf Coast University - Ft. Myers
   - Florida International University - Miami
   - Florida State University - Tallahassee
   - University of Central Florida - Orlando
   - University of Florida - Gainesville
   - University of North Florida - Jacksonville - http://www.unf.edu/president/policies_regulations/02-AcademicAffairs/General/2_0450P.aspx
   - University of South Florida - Tampa
   - University of West Florida - Pensacola http://uwf.edu/atc/AboutUs/distanceLearningGuide.pdf
   - Also see the University of Maryland: http://www.provost.umd.edu/PCC_DOCUMENTS/DesignIII_Off-Campus_and_distance_Programs.htm
   - Library services: http://www.ala.org/acrl/standards/guidelinesdistancelearning
4. Open Access Textbooks (2011):
   http://www.openaccesstextbooks.org/pdf/ModelDraft.pdf

5. The American Distance Education Consortium
   http://www.adec.edu/admin/papers/GPforDL.html

Changes to the Liberal Studies Program Promulgated by Liberal Studies Coordinating and Policy Committee on 2/3/16

BACKGROUND

Major changes to the university Liberal Studies program were approved by the Faculty Senate on April 24, 2013 with the provision that these changes would be implemented in 2014, tracked over a three-year period, and amended as necessary. The following document lists proposed amendments to the new program, based on the experience of the past two years. These amendments were discussed and approved by the Liberal Studies Coordinating and Policy Committee (LSCPC), chaired by Annette Schwabe, Associate Dean of Undergraduate Studies. The details below explain proposed amendments to the many signature features of the new program, including E-series courses, Scholarship in Practice courses, and Upper Division writing courses. Additional items clarify criteria for writing courses and grading practices.

PROPOSED CHANGES

Based on consensus by members of the LSCPC, who met to discuss several aspects of the Liberal Studies during the past year, the following changes in policy, curriculum, and course requirements are proposed.

I.   E-Series
   A.   Reduce student requirement to one course (from two).
   B.   All faculty (including adjuncts and post-docs, but not graduate students) can develop or teach them. Courses developed by one instructor can be taught later by another instructor (but not by graduate students).
   C.   Modify writing requirements as follow.
      1)   Must meet substantive writing requirements (see section V, B below).
      2)   The following are **no longer required** in courses approved for E-Series:
         ▪   35% of grade must be based on written assignments
         ▪   Explicit instruction in writing
         ▪   Writing across "modes and settings" (hard to interpret and, thus, employ)
         ▪   Word count (two "substantial" written assignments replaces this)

II.   Students may now take "W" courses to meet part of their Liberal Studies General Education writing requirement.

   E-Series courses previously met six of the twelve credits of State-mandated English Composition (writing) requirements. As students will now be required to complete only one E-Series course, we propose that students now be allowed to complete "W" (State-mandated writing) courses to meet this 12 hour requirement. These courses:

      1)   Include the roughly 91 "W" courses through which students under Bulletins prior to 2015-16 can meet their State writing requirement.
      2)   Are posted on the Liberal Studies website and were updated in late January based on feedback from chairs stating which courses continue to meet the UPC writing standard. They will be updated again after spring semester based on feedback from chairs.
      3)   Will be grandfathered in, but will be re-approved in 2-4 years. Timeline will be decided by the LSCPC.
      4)   Must to adhere to the standards for all courses as above if submitted for first-time approval and when re-approval cycles begin for existing courses.

   Students will now meet State Writing requirements (12 hours) through
      1)   ENC1101
      2)   ENC2135
      3)   1 E-Series and a "W" (General Education writing) course or two E-Series courses (reserve caps might be implemented).
   Notes:
      1.   The Liberal Studies review process will be modified for "W" course submissions.
      2.   Chairs will be notified how to submit "W" courses for approval when a process is finalized.

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III.   Scholarship-in-Practice (SIP):
The primary aim of these courses is to engage students in the application of knowledge from a particular field of study and to use critical and creative thinking to "create a tangible product or outcome."

    A.   What now counts as a Formative Experience:
        1)   Undergraduate Research Opportunity Program (UROP)
        2)   Approved Study-Abroad experiences through International Programs.
        3)   For-credit internships supervised by a faculty member.
        4)   For-credit, faculty-supervised research (e.g., DIS). Colleges decide what counts.
        5)   For-credit, faculty supervised field experiences (e.g., service learning through the Center for Leadership and Social change, Career Center, Center for Global Engagement, or Entrepreneurship).
        6)   Honors in the Major undergraduate thesis credit.
        7)   SLS 3717 (Peer Tutoring course with 25 or more hours of community service)
    B.   Students can meet their SIP requirement by taking two *different* courses with the same prefix. This better conforms to the aim of SIP courses (as above) and reduces excess credit. Further, while some departments have multiple prefixes and others have few, this removes differences across majors in the opportunity to take SIP courses within the major.
    C.   There is no distinction between lower-division and upper-division SIP courses, which was implemented sometime in late 2014. However, this remains unclear to most faculty and may constrain course development.

IV.   Upper-Division writing:
    A.   What counts:
        1)   Liberal Studies-approved courses (as before).
        2)   Honors in the Major undergraduate thesis credit (new).
    B.   1- or 2-credit *repeatable* courses can be submitted for approval as Upper-Division writing courses.

Note: Students can meet this requirement with 1- or 2-credit courses so long as the student takes at least three credits total in the repeatable course approved for Upper-Division writing.

V.   Requirements for all university-level required writing courses at FSU:*
    A.   Meets definition of college-level writing, which is writing that:
        1)   requires time for reflection and revision
        2)   has a clearly defined central idea or thesis
        3)   provides adequate support for that idea
        4)   is organized clearly and logically
        5)   utilizes the conventions of a standard language
        6)   is presented in a format appropriate to the assignment.

    B.   Specific substantive requirements
        1)   Two or more substantial writing assignments or the equivalent.
        2)   A detailed rubric for grading student performance on writing components.
        3)   Feedback on student writing (feedback may be from faculty, peers, TAs, and/or tutors and would not have to be given on the complete assignment).
        4)   Opportunities for revision.

*Includes two State-mandated English Composition courses (currently ENC1101 & ENC2135), two additional approved writing courses in the General Education curriculum that meet State-mandated writing, and FSU's additional Upper Division Writing graduation requirement.

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VI.   <u>Required course grades will be a "C-" (C minus) or higher for the following</u>:

      A.   State-mandated General Education courses including:

          1)   Quantitative and Logical Thinking
          2)   English Composition
          3)   E-Series (writing component meets State requirement)
          4)   General Education writing

          Note: A student must still earn a C- on the graded writing assignments to receive a C- in the course.

The State requirement for writing courses is a "C". However, because FSU allows "+/-" grades, a "C-" can be construed as meeting the State benchmark for these courses.

      B.   Graduation Requirements

          1)   Upper-Division writing
          2)   Natural Sciences 1-credit lab

Note: Liberal Studies policy was silent on the minimum grade required for two newly added graduation requirements, Upper Division Writing and the 1-credit Natural Science Lab. The default was a D- (D minus). The minimum grade for SIP courses continues to be an "S" in S/U courses, but is set at C- in courses that are not offered as S/U. The minimum grade for these three courses is now consistent with minimum grades set for other graduation requirements.

The "C-" will be retroactive, applicable to undergraduates who matriculated under the 2015-2016 Bulletin. We are working with the Registrar's office to manage students who might be re-taking a course in which they received a C- assuming they needed a C.

3/11/16

Summary: Proposed Changes to Liberal Studies Program, 2016

E-Series

A. Reduce student requirement to one course (from two)

B. All instructors (except graduate students) can teach them

C. Modified writing requirements

1. Must meet "college-level writing" & substantive writing requirements (see slide 6 below)

2. The following are **no longer required** in courses approved for E-Series:

   1. 35% of grade must be based on written assignments
   2. Word count
   3. Explicit instruction in writing
   4. Writing across "modes and settings" (hard to interpret and, thus, employ)

Now: 2 "substantial" writing assignments

"W" Courses Now Meet Liberal Studies (State-mandated) Writing Requirements

A. Includes 91 "W" existing courses, grandfathered in

B. New submissions for approval must to adhere to the standards for all writing courses (see slide 6)

C. Will be added to drop-down search menu on LS website and in Student Central course search

Scholarship-in-Practice (SIP)

A. Newly added to count for Formative Experience
   1. Honors in the Major undergraduate thesis credit
   2. SLS 3717 (Peer Tutoring course with 25 or more hours of community service)
B. The two required courses can be within the same prefix
C. No distinction between lower- and upper-division SIP courses

Upper-Division Writing

A. **What counts**
   1. Existing Liberal Studies-approved courses (no change)
   2. Honors in the Major undergraduate thesis credit (new)

B. **New Course type**

1- or 2-credit repeatable courses can be submitted for approval as Upper-Division writing courses (new)

Note: Students must complete 3 credits to meet requirement

We welcome new submissions for UDW courses

Requirements for All Required Writing courses

A. **Meets Definition of College-Level Writing, which:**
   1. Requires time for reflection and revision
   2. Has a clearly defined central idea or thesis
   3. Provides adequate support for that idea or thesis
   4. Is organized clearly and logically
   5. Utilizes the conventions of a standard language (for UD Writing substitute "Writing appropriate to the discipline.")
   6. Is presented in a format appropriate to the assignment

B. **Substantive Requirements**
   1. Two or more substantial writing assignments or the equivalent (no word count)
   2. A detailed rubric for grading student performance on writing components
   3. Feedback on student writing (feedback may be from faculty, peers, TAs, and/or tutors and would not have to be given on the complete assignment)
   4. Opportunities for revision

Change in required course grades *from* "C" *to* "C-" (C minus) for

A. **State-mandated General Education courses**
   1. Quantitative and Logical Thinking
   2. English Composition
   3. E-Series (writing component meets State requirement)
   4. State-mandated writing ("W" or E-Series)
B. **Graduation Requirements**
   1. Upper-Division Writing
   2. Natural Sciences 1-credit lab

The "C-" will be retroactive, applicable to undergraduates who matriculated under the 2015-2016 Bulletin

Proposed policy on credit for military experiences, training and coursework acquired while in the military

Students who are or were eligible members of the United States Armed Forces may earn college credit based upon their military experiences, training and coursework acquired while in the military. Academic credit will only be awarded for military experiences, training and coursework that are recognized by the American Council on Education (ACE) in their *Guide to the Evaluation of Educational Experiences in the Armed Services. (*ACE recommendations for vocational or technical credit are not accepted as transfer credit.) For more than a half century, the ACE *Guide* has been the standard reference work for recognizing learning acquired in the military.

Credit earned for military experiences, training and coursework will be applied to a student's academic program in the same manner as any other form of transfer credit: (1) applied as a major/minor requirement replacing the equivalent required or optional course taught by the University; (2) applied as a general core requirement replacing the equivalent required or optional course taught by the University; or (3) applied as a general elective that may or may not satisfy degree requirements.

Credit earned for military experiences, training and coursework will be evaluated after the admissions application process has been completed and admission has been granted. The Records Auditing and Analysis Section of Admissions/Records will post all credit earned for military experiences, training and coursework to the student's permanent record as recommended in the ACE *Guide*. Credit will not be posted until determination of specific course equivalency and applicability towards general education, major coursework, or degree program requirements are determined after review by the appropriate academic departments: the Office of Undergraduate Studies for general education equivalency and the major department for major coursework and degree program requirements.

Credit earned for military experiences, training and coursework evaluated and awarded by another State University System of Florida (SUS) school will transfer as previously evaluated if appropriate to the transfer student's major and subject to institution limits on the amount and level of transfer credit allowed for a given degree.

Students who allege that credit earned for military experiences, training and coursework was improperly evaluated and applied may have their grievances addressed through the Director of Admissions for initial posting of general elective credit, the academic Dean of their selected major for major coursework and degree program requirements, or through the Dean of Undergraduate Studies for general education equivalency. If no resolution is reached, the student may file a grievance with the University. The University grievance policy is outlined in the "Academic Integrity and Grievances" section of the undergraduate and graduate *Bulletin*s.

Procedure for the posting of Military Credit

At the time of admission, all military credit that has been received by the Office of Admissions/Records will be added to the JST INBOX workflow folder in Nolij. An email will be generated to the Student Veterans Center assistant director. The Student Veterans Center will work with the student to determine what will be in the best interest of the student since it is likely that most military credit will remain in the elective credit category. The student will need to be aware of the consequences of adding additional elective credit with regards to the veteran benefit process.

Once the student has signed an authorization to move forward with the evaluation process the military transcripts will be moved to the JST ADVISING workflow folder. An email will be generated addressed to the ROTC Department, attention Military Instructor Group for a detailed evaluation and recommendation.

After evaluation a recommendation will be sent back to the Student Veterans Center assistant director who will in turn address the individual student's Dean to obtain approval of the recommendation for official posting.

Once approval is obtained, the Student Veterans Center assistant director will move the transcripts into the JST POSTING workflow folder. Upon posting of the recommended credit by the Records Auditing and Analysis Section the transcripts will be removed from the workflow and held permanently in the student's Nolji document folder.

If there is no approval from the Dean the Student Veterans Center will notify the student and remove the transcripts from the workflow. The transcripts will be removed from the workflow and held permanently in the student's Nolji document folder.
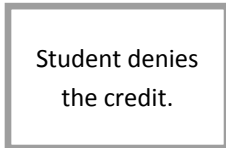
PROPOSED JST NOLIJ WORKFLOW

1. Transcript is placed into the JST INBOX Workflow after the student has been admitted.
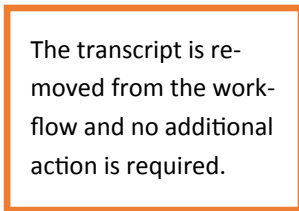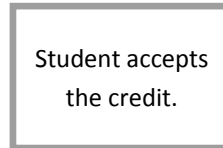
→ **JST INBOX**
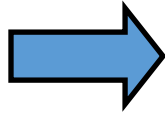
A. SVC is automatically notified.

B. SVC reviews the transcript and contacts the student for approval to proceed.

Student denies the credit.

OR

Student accepts the credit.

The transcript is removed from the workflow and no additional action is required.

2. SVC moves transcript into the JST ADVISING workflow after the student accepts the posting of credit.
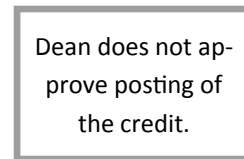
JST ADVISING

A. ROTC is automatically notified.

B. ROTC reviews the transcript and notifies SVC of his recommendations.

C. SVC contacts the student's Dean with ROTC's recommendation, for approval to post.

Dean approves posting of the credit.

OR

Dean does not approve posting of the credit.
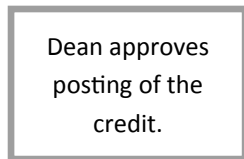
3. SVC moves transcript into JST POSTING workflow after receiving dean approval to post.

JST POSTING

A. Posting is automatically notified.

B. Recommendations are posted and the transcript is removed from the Workflow.
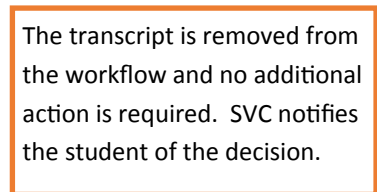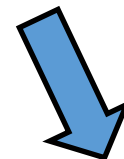
The transcript is removed from the workflow and no additional action is required. SVC notifies the student of the decision.

COLLEGE CREDIT FOR MILITARY COURSES

Florida State University
Veterans Alliance

Student Veterans Center

AMERICAN COUNCIL ON EDUCATION

- **ACE's Military Guide provides college-credit recommendations for military courses and occupations**

- **Recommendations based on ACE reviews conducted by higher-ed faculty who teach in reviewed areas**

- **Course descriptions in the Military Guide mimic those in a college catalog**

JOINT SERVICES TRANSCRIPT

- **Transcripts of college-level courses and training**

- **JSTs are issued by the Army, Coast Guard, Marine Corps, and Navy**

- **ACE-evaluated courses are identified on the JST**

JOINT SERVICES TRANSCRIPT

JSTs also include:

- **Detailed military-course descriptions and credit recommendations**

- **Military occupations with full descriptions, skill levels and credit recommendations**

JOINT SERVICES TRANSCRIPT

500-75D30	**AR-1406-0149**	13-OCT-1992	to	11-DEC-1992

Personnel Records Specialist Basic Noncommissioned Officer (NCO):

NCO Academy

Ft Benjamin Harrison IN

Upon completion of the course, the student will be able to supervise and maintain personnel files and correspondence; process orders; operate computer equipment in order to edit, create directories, compose, and format personnel correspondence; and evaluate personnel reports (files) and make appropriate recommendations.

- Human Resource Management   3 SH   U

(12/91)(12/91)

600-ANCOC Ph 1	**AR-1404-0035**	12-FEB-2001	to	28-FEB-2001

Advanced Noncommissioned Officer (NCO) Common Core:

NCO Academy (SSC)

Ft Jackson SC

Upon completion of the course the student will be able to provide mid-level supervision and leadership at the operational level to platoon size units.

- Fundamentals Of Communication   1 SH   L
- Introduction To Personnel Management   1 SH   L
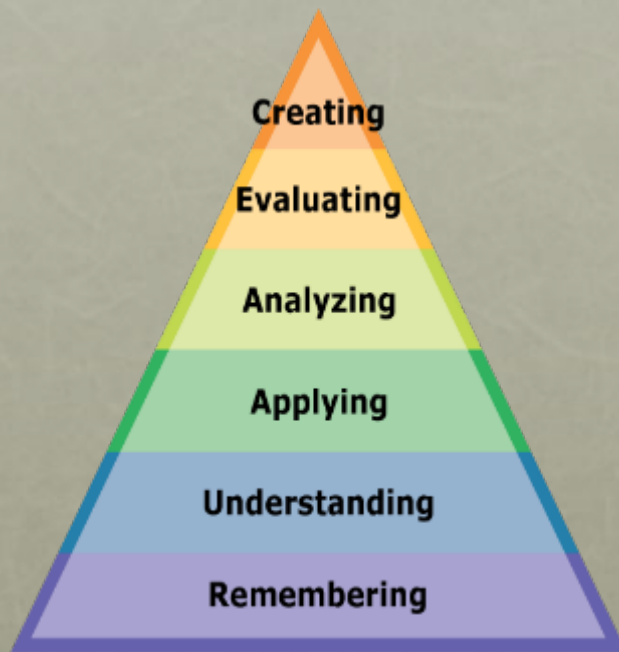- Military Science   2 SH   L

COMMUNITY COLLEGE
OF THE AIR FORCE

- **SACS-accredited community college that provides official transcripts**

- **Managed by the U.S. Air Force in association with Air University in Montgomery, Ala.**

- **Grants two-year Associate of Applied Science degrees**

WHY SHOULD WE ADOPT THIS POLICY?

- **Military courses are evaluated to meet post-secondary level**

- **Validates the student veteran's military training and experience**

- **Degree programs will continue to maintain high standards**

- **Final decisions will continue to reside with the Dean.**

FOR MORE INFORMATION

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cgoodson@admin.fsu.edu

Sustainability @ FSU: Update & Curriculum Overview

Elizabeth Swiman, Director, Campus Sustainability
Lisa Waxman, Chair, Dept. of Interior Architecture + Design

MISSION

To promote a culture of sustainable living in an open forum and to promote the practice of resource conservation at FSU and within the campus community that by so doing promotes the university's positive impact upon the local and global environment.

SCOPE

Sustainability @ FSU

- Sustainability office
- Recycling & waste reduction program
- Energy conservation program
- Green buildings
- Sustainable transportation
- Curriculum & Research
- Engagement & outreach programs

Track Building, First FSU LEED Building

CHARGE

This board functions in an advisory capacity to the President and Provost to make recommendations on the development and implementation of sustainability policies and practices related to operations, education, research, and outreach; facilitate cooperation among campus groups; and recommend long-term goals for the University.

WJB, LEED Gold

DUTIES

- Foster environmental, social, and economic sustainability across Florida State University
- Develop a strategic plan for sustainability that ranges across all University activities
- Aid in the development of policy with appropriate departments
- Establish reporting and benchmarking methodologies to track and prioritize progress
- Identify strategies to implement and reach goals
- Utilize sustainability as an advantage for University financial and resource management, recruitment, and research

MEMBERS

- **Mark Striffler**, Chair - Senior Associate Director, Oglesby Union
- **Edward Acoff** - Procurement Specialist, Procurement Services
- **Dennis Bailey** - Senior Associate Vice President for Facilities, Finance & Administration
- **Paul Burress** - Assistant Director of Safety & Security, Environmental Health & Safety
- **Sherrell Cork** - Associate Director, Business Services
- **Michael Duncan** - Assistant Professor, Urban & Regional Planning
- **Judd Enfinger** - Associate Controller, Controllers Office
- **Shi-Ling Hsu** - Professor, College of Law
- **Matthew Inman** - Director, Transportation & Parking Services
- **Hank Jacob** - Lieutenant, FSU Police Department
- **Don Pace** - Director of Technology Services, Information Technology Services
- **Cassandra Rayne-Gross** - Senior Auxiliary Account Specialist, Controllers Office
- **Jeffery Seay** - News/Research Writer, University Communications
- **Elizabeth Swiman** - Director of Campus Sustainability, Facilities
- **Lisa Waxman** - Professor, Interior Architecture + Design

STARS | **Sustainability Tracking, Assessment & Rating System**

- A **voluntary, self-reporting** framework
- A **guide** for advancing sustainability in all sectors of higher education.
- A common **standard of measurement** for sustainability in higher education.
- A tool that promotes a comprehensive understanding of sustainability that includes its **social, economic and environmental** dimensions.

STARS

Credit Number and Title	Points Earned	Available Points
Curriculum		
AC-1: Academic Courses	4.72	14
AC-2: Learning Outcomes	2.81	8
AC-3: Undergraduate Program	3	3
AC-4: Graduate Program	3	3
AC-5: Immersive Experience	2	2
AC-6: Sustainability Literacy Assessment	0	4
AC-7: Incentives for Developing Courses	0	2
AC-8: Campus as a Living Laboratory	4	4
TOTAL	**19.53**	**40**
Research		
AC-9: Academic Research	7.9	12
AC-10: Support for Research	4	4
AC-11: Access to Research	2	2
TOTAL	**6**	**6**

SUSTAINABILITY CURRICULUM

	Undergraduate	Graduate
Total number of courses offered by the institution	2,171	1,698
Number of sustainability courses offered	45	18
Number of courses offered that include sustainability	105	96

Data collected through review of online course catalog & survey sent to all faculty through the Office of Research. Each course was counted as a single course regardless of the number of offerings or sections.

- Learning outcomes
- Undergraduate programs: Environmental Studies, Environmental Science, Geography, Engineering
- Graduate programs: Engineering; Urban & Regional Planning
- Immersive experience: Global Pathways, Community Ambassador program
- Campus as living laboratory
- Sustainability literacy assessment
- Incentives for developing sustainability courses

SUSTAINABILITY COURSES

25/87 = 29% FSU departments with sustainability courses

Cradle To Grave Design Paradigm

Biological Science
Chemical & Biomedical Engineering
Chemistry
Civil & Environmental Engineering
Communications
Computer Science
Economics
Electrical Engineering
English
Entrepreneurship
EOAS
Geography
History
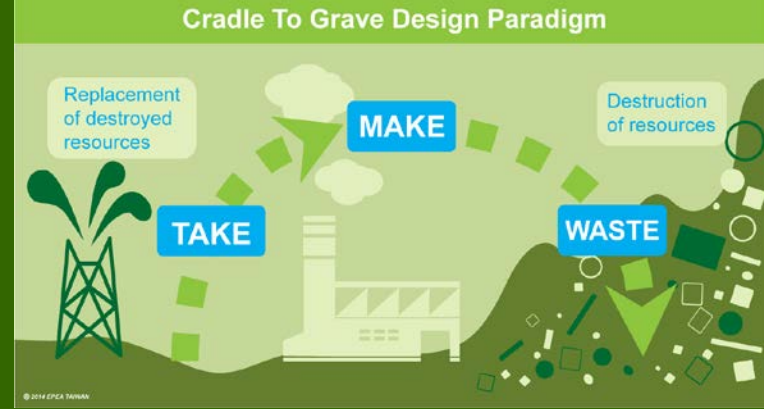
Hospitality
Interior Design
Law
Leadership Studies
Marketing
Mathematics
Mechanical Engineering
Philosophy
Public Administration
Sociology
Teacher Education
Urban & Regional Planning

DRAFT
Strategic Plan for Sustainability

Academics & Research

- Energy
- Food
- Procurement
- Information Technology
- Grounds
- Waste & Recycling
- Water
- Transportation

- Develop sustainability academic programs
  - Increase # sustainability courses
  - Minor or certificate
- Develop co-curricular & training opportunities
  - Expand fellows program,
  - Expand Safety in Scientific Research course
- Develop sustainability research opportunities
  - Provide grant $ for interdisciplinary research
  - Create awards for faculty research in sustainability
- Increase education & outreach
  - Faculty listserv
  - Host research symposium

FUTURE CONSIDERATIONS

Minor or Specialty
- Interdisciplinary (science, social science, humanities)
- Focus on critical thinking & problem solving (QEP)

Faculty collaborative opportunities

COMPARISONS

Top 25 Universities	STARS
UC Berkeley	
UCLA	expired
UVA	Gold
U. Michigan	Gold
UNC Chapel Hill	Gold
College of William & Mary	
Ga Tech	expired
UC Santa Barbara	Gold
UC Irvine	Gold
UC San Diego	Gold
UC Davis	Gold
UI Urbana- Champaign	Gold
U. Wisconsin, Madison	
Penn State - University Park	Gold
UF	expired
Ohio State, Columbus	
UT Austin	Silver
U. Washington	Gold
U. Connecticut	Reporter
U. Maryland, College Park	Gold
Clemson	
Purdue	Silver
UGA	Gold
U. Pittsburgh	
U. Minnesota, Twin Cities	expired
Florida State University	Silver

Peer Institutions	STARS
U. Indiana	
Michigan State University	Silver
U. Iowa	Gold
U. Kansas	Silver
U. Missouri	Gold

General sustainability minor/certificate
Topic specific sustainability minor/certificate

SUSTAINABILITY REPORTS

- 2015 Sustainability Report (handout)

- Advisory Board Strategic Plan (draft)

- Request to University Strategic Plan committee

Florida State University
Sustainability Report 2015

- Thank you!

- Questions?

FSU Faculty Senate Resolution in Support of State College of Florida Faculty
February 17, 2016, edited version
Proposed by Joseph Hellweg (Religion) and Michael Buchler (College of Music)

WHEREAS the State College of Florida Manatee-Sarasota's Board of Trustees recently voted to end continuing three-year contracts for new faculty members at the College's three campuses and replace them with one-year contracts; and

WHEREAS this decision reveals a profound lack of understanding of higher education, will substantially harm the State College of Florida, its students, and its dedicated faculty, and may serve as a precedent for similar decisions at other Florida public colleges and universities; and

WHEREAS continuing contracts are necessary for recruiting and retaining high-quality faculty, this decision is likely to substantially harm the State College of Florida, its students, and its dedicated faculty;

THEREFORE BE IT RESOLVED that the Faculty Senate of Florida State University strongly supports the State College of Florida faculty, both in their vote of no confidence in their Board of Trustees and in their efforts to repeal this ill-considered policy.

Links to news stories about the situation at Florida State College Manatee-Sarasota:

http://www.bradenton.com/news/local/education/article58153158.html

http://www.bradenton.com/news/local/education/article56746743.html

http://www.heraldtribune.com/article/20160126/ARTICLE/160129669

http://www.forbes.com/sites/tomlindsay/2016/01/23/the-campus-protests-and-faculty-tenure-a-fatal-attraction/#423dff3a3991

https://www.insidehighered.com/quicktakes/2015/12/03/state-college-florida-faculty-votes-no-confidence

http://www.bradenton.com/news/local/education/article41646099.html

https://www.insidehighered.com/news/2015/09/24/state-college-florida-eliminates-continuous-contracts-puts-all-faculty-members-one

http://dailycaller.com/2015/09/24/florida-public-college-abolishes-tenure/

http://www.bradenton.com/news/local/education/article37059513.html

http://www.heraldtribune.com/article/20150922/ARTICLE/150929876